

*Impact of Pupil Premium*  
*2014-2015*

Amount of funding: £288,700

Use of funding in 2014-2015

Pupil Premium at Mersey Park Primary School has been spent mostly on extra staffing, both teaching and support staff, in order to offer smaller teaching groups in English and Maths.

This has included:

- Year 4 small group work with a teacher who has been employed to work 0.5 all year with children who were working below the expected level of attainment
- Year 2 and 3 small group maths work for the more able children to ensure they made good progress. This group have been taught all year by an extra teacher
- Extra Teaching support groups for English and Maths daily in Year 6
- Full time Teaching Assistant support in all Key Stage One classes and extra afternoon support for groups of children in the afternoon in years 3 to 6
- Additional adult support in all Foundation classes- 2 Teaching Assistants per class
- Two teaching assistants running the Successful Reading Partnership programme
- Additional iPads and learn pads purchased
- Attendance rewards
- Pastoral Care Worker and programmes for vulnerable children
- subsidising school trips, residential trips and extra- curricular clubs

The following tables show the gaps in progress and attainment between disadvantaged children and those who are not in receipt of Pupil Premium funding at the end of the academic year.

## Foundation 2

|            | No. | Progress Steps |         |         | End of Year Attainment   |                     |                    |                            |                                |
|------------|-----|----------------|---------|---------|--------------------------|---------------------|--------------------|----------------------------|--------------------------------|
|            |     | % at 4+        | % at 5+ | % at 6+ | Communication<br>% at 6+ | Physical<br>% at 4+ | Personal<br>5at 6+ | Combined Prime<br>% at 18+ | % at Good Level of Development |
| All Pupils | 59  | 96.6           | 94.9    | 89.8    | 57.6                     | 83.1                | 74.6               | 55.9                       | 54.2                           |
| FSM        | 23  | 100            | 95.7    | 87      | 47.8                     | 78.3                | 73.9               | 43.5                       | 39.1                           |
| Non FSM    | 36  | 94.4           | 94.4    | 91.7    | 63.9                     | 86.1                | 75                 | 63.9                       | 63.9                           |

Although there is not a significant gap in progress between FSM and non FSM children there is a big gap between the groups in those who reached a good level of development. The biggest gaps are in speaking and understanding. Our 'Wellcomm' programme for Speech and Language has been addressing this gap throughout the year and we will continue with this programme next year and with additional Speech and Language Therapist support.

## Year 1

|              | Phonics<br>% Working at expected level | % Working at or above expectation |         |       | Points Progress<br>(Target Tracker Steps) |         |       |
|--------------|--|-----------------------------------|---------|-------|---|---------|-------|
|              |  | Reading                           | Writing | Maths | Reading                                   | Writing | Maths |
| All children | 80%                                    | 70%                               | 78%     | 80%   | 5.6                                       | 5.7     | 5.6   |
| FSM          | 80%                                    | 60%                               | 80%     | 80%   | 5.5                                       | 5.6     | 5.6   |
| Non FSM      | 80%                                    | 75%                               | 78%     | 80%   | 5.6                                       | 5.7     | 5.7   |

There are no significant gaps in attainment of progress, the largest gap being in reading at age related expectation. This will be addressed through highlighting children for our Successful Reading partnership programme next year.

## Year 2

Year 2 children have continued to work with levels this year but will be assessed against steps progress and attainment in the new National Curriculum next year.

|         | %Reading |     |    | %Writing |     |    | %Maths |     |    | Average Point Score |         |       | Points Progress in Key Stage 1 |         |       |
|---------|----------|-----|----|----------|-----|----|--------|-----|----|---------------------|---------|-------|--------------------------------|---------|-------|
|         | 2+       | 2b+ | 3+ | 2+       | 2b+ | 3+ | 2+     | 2b+ | 3+ | Reading             | Writing | Maths | Reading                        | Writing | Maths |
| All     | 88       | 75  | 25 | 86       | 73  | 14 | 90     | 81  | 22 | 16.2                | 15.5    | 16    | 11.3                           | 9.7     | 10.8  |
| FSM     | 94       | 82  | 29 | 94       | 77  | 18 | 94     | 82  | 18 | 16.6                | 16.2    | 15.8  | 11.8                           | 10.4    | 10.7  |
| Non FSM | 86       | 71  | 24 | 83       | 71  | 12 | 88     | 81  | 24 | 16                  | 15.2    | 16    | 11.1                           | 9.4     | 10.8  |

The disadvantaged year 2 children made better or equal progress to those who are not in receipt of Pupil Premium funding and attained higher average point scores in reading and writing.

## Year 3

|                   | % Working at or above expectation |         |       | Points Progress (Target Tracker Steps) |         |       |
|-------------------|-----------------------------------|---------|-------|--|---------|-------|
|                   | Reading                           | Writing | Maths | Reading                                | Writing | Maths |
| All children      | 87                                | 82      | 90    | 6.7                                    | 6.8     | 6.8   |
| Pupil Premium     | 81                                | 75      | 84    | 6.9                                    | 6.9     | 6.8   |
| Non Pupil Premium | 93                                | 89      | 96    | 6.6                                    | 6.7     | 6.7   |

Although there is a gap in the percentage of children who are working at or above expectation between those in receipt of Pupil Premium Funding and those not entitled, the gap is narrowing due to the increase in progress of the disadvantaged pupils.

## Year 4

|                   | % Working at or above expectation |         |       | Points Progress<br>(Target Tracker Steps) |         |       |
|-------------------|-----------------------------------|---------|-------|---|---------|-------|
|                   | Reading                           | Writing | Maths | Reading                                   | Writing | Maths |
| All children      | 81                                | 70      | 84    | 7.2                                       | 6.3     | 6.7   |
| Pupil Premium     | 80                                | 72      | 84    | 7.2                                       | 6.2     | 6.7   |
| Non Pupil Premium | 81                                | 69      | 84    | 7.2                                       | 6.5     | 6.6   |

There are no significant gaps in progress or attainment for children in Year 4.

## Year 5

|                   | % Working at or above expectation |         |       | Points Progress<br>(Target Tracker Steps) |         |       |
|-------------------|-----------------------------------|---------|-------|---|---------|-------|
|                   | Reading                           | Writing | Maths | Reading                                   | Writing | Maths |
| All children      | 74                                | 59      | 67    | 6.4                                       | 6.1     | 7.3   |
| Pupil Premium     | 85                                | 69      | 77    | 6.5                                       | 6.2     | 7.6   |
| Non Pupil Premium | 61                                | 48      | 57    | 6.2                                       | 6       | 7     |

Pupils in receipt of pupil Premium funding made better progress than those not entitled and there is a higher percentage working at age related expectation in this year group.

## Year 6

Year 6 children have continued to work with levels this year but will be assessed against steps progress and attainment in the new National Curriculum next year.

|                   | % Reading |    |                   | % Writing |    |                   | % Maths |    |                   | Average Point Score |         |       | Points Progress from Key Stage 1 |         |       |
|-------------------|-----------|----|-------------------|-----------|----|-------------------|---------|----|-------------------|---------------------|---------|-------|----------------------------------|---------|-------|
|                   | 4+        | 5+ | 2 levels progress | 4+        | 5+ | 2 levels progress | 4+      | 5+ | 2 levels progress | Reading             | Writing | Maths | Reading                          | Writing | Maths |
| All               | 94        | 41 | 98                | 89        | 17 | 96                | 96      | 54 | 98                | 29.1                | 27.5    | 30.7  | 15.2                             | 14.2    | 16.4  |
| Pupil Premium     | 96        | 42 | 100               | 86        | 21 | 100               | 96      | 54 | 100               | 29.3                | 27.5    | 31.0  | 15.1                             | 14.5    | 16.8  |
| Non Pupil Premium | 91        | 41 | 96                | 91        | 14 | 91                | 96      | 55 | 96                | 28.9                | 27.5    | 30.3  | 15.3                             | 14.0    | 15.8  |

The table above shows that the gap between pupils in receipt of pupil Premium and those not entitled has closed by the time our pupils leave us in Year 6. In most areas the disadvantaged pupils made accelerated progress and attained higher levels than those not entitled to Pupil Premium funding.